



Book of the Month

Presented by ADL's Education Division

About the Book of the Month: This collection of featured books is from our Recommended Multicultural and Anti-Bias Books for Children. The books teach about bias and prejudice, promote respect for diversity, encourage social action and reinforce themes addressed in education programs of [A WORLD OF DIFFERENCE® Institute](#), ADL's international anti-bias education and diversity training provider. For educators, adult family members and other caregivers of early childhood and elementary aged children, reading the books listed on this site with your children and incorporating them into instruction is an excellent way to talk about these important concepts in your classroom.

Each Kindness

Jacqueline Woodson (Author), E.B. Lewis (Illustrator)

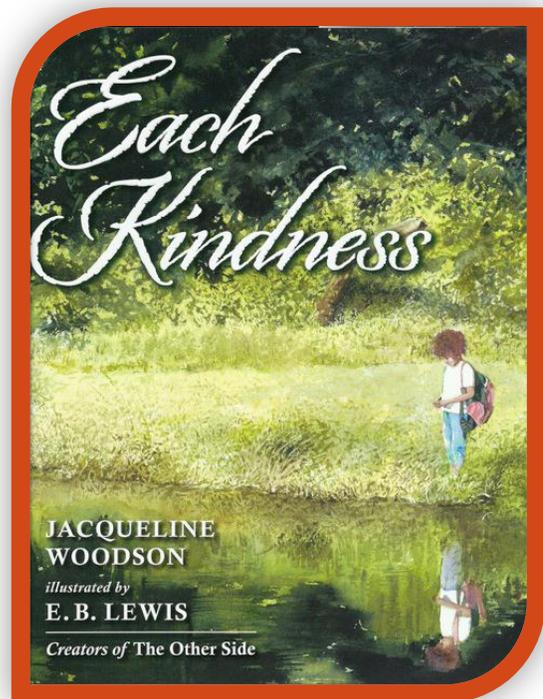
Chloe doesn't really know why she turns away from the new girl, Maya, when Maya tries to befriend her. And every time Maya asks if she can play with Chloe and the other girls, the answer is always no. So Maya ends up playing alone. And one day she's gone. When Chloe's teacher gives a lesson about how even small acts of kindness can change the world, Chloe is stung by the opportunity that's been lost. How much better could it have been if she'd just shown Maya a little kindness and opened her heart to friendship?

ISBN: 978-0-399-24652-4

Publisher: Nancy Paulsen Books

Year Published: 2012

Grade Level: K-3



Book Themes

Friendship, bullying, isolation, kindness and socioeconomic class

Key Words

Discuss and define these words with children prior to reading the book and remind children of their meanings as they come up in the book. You can also post the words and point out to students when they appear in the story. See ADL's [Definitions Related to Name-Calling, Bullying and Bias](#) (note that we include some of these definitions for younger children in the "Extension Activities" section below).

- ally
- high bouncer
- ripple
- target
- bullying
- invented
- ragged
- thawed

- bystander
- jacks
- secondhand store
- fancy
- kindness
- secrets

Discussion Questions

Before reading the book aloud, ask pre-reading questions:

- What is the title of the book?
- Based on the title, what do you think the book might be about?
- Does the picture on the cover give us any clues?

As you read the book aloud, ask a few discussion questions periodically throughout the reading of the book to check comprehension and keep the students engaged:

- Why do you think Chloe didn't smile back when Maya smiled at her? (Page 6)
- What would you do if Maya was trying to play with you and Chloe was your friend and she didn't want you to play with Maya? (Page 14)
- How do you think Chloe was feeling when Ms. Albert asked the students to explain a kind thing they had done? (Page 22)

After reading the book aloud, ask some or all of these questions:

- What happened in the story?
- How did you feel as you were listening to the story?
- What did the children in the class notice about Maya when she first came into the classroom?
- How did the students treat Maya?
- Why do you think Chloe and her friends did not want to play with Maya?
- Have you ever been in the situation like the one in the book and if so, what did you do?
- Why did Kendra call Maya "Never New?" How do you think it made Maya feel?
- How would you describe Chloe and Maya? What character traits did you observe?
- Why do you think the teacher, Ms. Albert, showed them how the stone made ripples in the water? What did it mean?
- What are some of the kind things the children in the class shared?
- Can you think of something kind you have done recently? Please explain.
- How did Chloe feel when Ms. Albert was talking about kindness? Why do you think she felt that way?
- What do you think happened to Maya? How does Chloe feel about Maya's not coming back to school?
- Do you have any thoughts as to why Chloe treated Maya the way she did?

- How do you think Chloe feels at the end of the story? If she could do things differently, what do you think she might do?
- Are there any parts of the story or characters you can relate to? How so?
- How did you feel when the story ended?

Extension Activities

Below are activities that you can do with children in order to extend the learning from the book.

1. Create a Ripples of Kindness Campaign

Demonstrate, as Ms. Albert did in the story, how dropping a stone in a bowl of water creates little waves or ripples. Talk with students about the symbolism of the ripples and how they are similar to kindness. As she said, "Each little thing we do goes out, like a ripple, into the world." Ask students for examples of kindness that they have witnessed, been the recipient of or acted upon themselves. Discuss the impact of these kindness acts, how they impact the individual person and other people. Explain to students that you are going to have a Kindness Campaign in the classroom. Solicit ideas from them about how they can exhibit more kindness in their classroom and school and share some of your own. Some ideas include having students: (1) write a kindness journal—that is private—in which they write about acts of kindness they have seen, done or plan to do; (2) write and illustrate a small poster on an act of kindness they commit to and hang those up in the classroom or bulletin board; (3) take photographs of the students standing with their kindness posters or make a video of them talking about their acts of kindness; (4) create a book about all of their acts of kindness or have them write individual stories and (5) have them take on a class project in which they consider community service initiatives.

2. Write and Illustrate Additional Pages of the Book

In the last scene of the book, we see Chloe thinking about what she wished she had said to Maya. She has some strong feelings about it. Read aloud the last few pages of the book again and ask students: *What do you think happened to Maya? If Maya and Chloe saw each other again, what do you think they would say to each other? What might Chloe do differently if she could see Maya again?* Have students imagine what would happen in the book if it continued for a few more pages. They can talk with a partner about their ideas or work individually. Instruct them to take their ideas and write and/or draw the next scene or two as they imagine it. If younger students want to write but cannot do so, you can transcribe for them. When completed, students can share their drawings and written work with the rest of the class. As an alternative, you can create a short video on what comes next by asking each student to share verbally what they imagine might happen if Maya and Chloe meet again.

3. Discuss Name-Calling, Teasing and Bullying

Use the book as an opportunity to talk about name-calling, teasing and bullying. Define key vocabulary (see definitions below) and roles that people play in bullying situations. After defining terms, ask students to share from the story which characters fit into each of the roles. Discuss situations in which students have experienced or witnessed name-calling, teasing or bullying behavior. Students can talk and write about their experiences with bullying and how they and others responded. With students, delve deeper to discuss ways to address bias and bullying, how to be an ally and experiences with and responses to cyberbullying. Ask students: *What can we do about teasing and bullying in our classroom and in the school?* As a class, discuss what you can do to

prevent bullying and what you can do when it happens. Turn some of those ideas into action steps. There are additional resources below if you want to explore this topic further.

Ally: Someone who helps or stands up for someone who is being bullied.

Bullying: When one person or a group behaves in ways—on purpose and over and over—that make someone feel hurt, afraid or embarrassed.

Bystander: Someone who sees bullying happening and does not say or do anything.

Aggressor: Someone who says or does hurtful things to another person on purpose and over and over.

Target: Someone who is bullied or treated in a hurtful way by an individual or a group on purpose and over and over.

ADL Resources

The following are curriculum and resources on anti-bias education and gender roles and norms.

- [Bullying/Cyberbullying Programs and Resources](#)
- [Anti-Bias Education Programs and Resources](#)
- [Multicultural and Anti-Bias Books for Children: Bullying and Name-Calling](#)
- [Current Event Classroom "Identity-Based Bullying" \(grades 2–5\)](#)
- [Curriculum Connections "Words That Heal: Using Children's Literature to Address Bullying"](#)
- [Building Respectful School Climates: Webinar Series](#)
- [Question Corner "What Can I Do About Bullying Among Young Children?"](#)